

PRE- EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING THERAPEUTIC COMMUNICATION AMONG STAFF NURSES WORKING IN PSYCHIATRIC HOSPITALS CHENNAI

S. VIJAY ANAND & G. DHANALAKSHMI

Associate Professor, Billroth College of Nursing, Chennai, Tamil Nadu, India

ABSTRACT

*Pre- experimental study to assess the effectiveness of structured teaching program on level of knowledge regarding therapeutic communication among staff nurses working in psychiatric hospitals, Chennai. Objectives were: 1) To assess the pre-test level of knowledge on therapeutic communication among nurses working in psychiatric hospitals. 2) To assess the post- test level of knowledge on therapeutic communication after structured teaching programme among nurses working in psychiatric hospitals. 3) To determine the effectiveness of structured teaching programme on level of knowledge regarding therapeutic communication among staff nurses. 4) To associate the selected demographic variables with the level of therapeutic communication among staff nurses. Design: One group pre-test and post-test design was used. Research approach: is quantitative research approach. Samples were nurses who fulfilled the inclusive sampling criteria. Sample size is 70 sampling techniques is convenient sampling technique Major findings of the study was Pre- test examination shows low level of performance comparable with POs-test In pre-test their cumulative scores is 58%, In post-test method their cumulative scores is 88% In pre- test Mean was 58.82 and the standard deviation was 11.1. % In Post- test Mean was 88...469 and standard deviation was 16.1. The pair "t" value is significant at *P<0.05 level. The Chi-square test reveals there was the one variable had significant association $p=000***$ was Medium of teaching English medium students shows a high level of performance in pre and post- test.*

KEYWORDS: Pre-Experimental, Structured Teaching, knowledge & therapeutic communication

Received: Feb 22, 2017; **Accepted:** Mar 21, 2017; **Published:** May 23, 2017; **Paper Id.:** IJMPSAPR20173

INTRODUCTION

Nursing care that is offered without a human connection is impoverished but it lacks a caring Therapeutic communication is a process, which focuses on advancing physical and an emotional well being of the patient. It is a form of psychotherapy that uses verbal and nonverbal techniques involving the use of specific strategies that encourage the patient to express feelings an idea which convey acceptance and respect.

NEED FOR THE STUDY

Therapeutic communication is a process which increases self-worth or decrease psychological distress by collecting information to determine the illness, assessing and modifying the behavior, and providing holistic care. The nurse will work on building a therapeutic relationship with you and reassure that this type of therapy is client-centered and client oriented.

PROBLEM STATEMENT

Pre- experimental study to assess the effectiveness of structured teaching programme on level of knowledge regarding therapeutic communication among staff nurses working in psychiatric hospitals, Chennai.

OBJECTIVES

- To assess the pre-test level of knowledge on therapeutic communication among nurses working in psychiatric hospitals.
- To assess the post- test level of knowledge on therapeutic communication after structured teaching programme among nurses working in psychiatric hospitals.
- To determine the effectiveness of structured teaching programme on level of knowledge regarding therapeutic communication among staff nurses working in psychiatric hospitals, Chennai.
- To associate the selected demographic variables with the level of therapeutic communication among staff nurses working in psychiatric hospitals, Chennai.

RESEARCH METHODOLOGY

Research Design

One group pre-test and post-test design

Pre-test	Nursing intervention	Post-test
01	x	02

01 Assessment on knowledge on therapeutic communication

X structured teaching programme

02 Assessment of knowledge on therapeutic communication after structured teaching programme

Research Approach

Quantitative Research approach

Variables

Independent variable: structured teaching programme

Dependent variables: knowledge of therapeutic communication

Setting

The study will be conducted in Psychiatric Hospitals Chennai.

Population

The population of the study includes all nursing staffs working in psychiatric hospitals, Chennai.

Sample

Nurses who fulfilled the inclusive sampling criteria.

70

Sampling Technique

Convenience sampling technique

Inclusive Criteria

- Nurses who are willing to participate.
- Nurses who are present in the study period.

Exclusive Criteria

Nurses who have previously attended a structured teaching programme on therapeutic communication.

DESCRIPTION OF THE TOOL

Development of the Tool

The tool was modified tool developed by the investigator. The tool consists of questionnaire with 2 parts.

Part 1: Deals with demographic data

Part 2: Self Structured Questionnaire for Self Assessment of knowledge of therapeutic communication.

Part 1: Demographic Data

It consisted of baseline data includes age, sex, Medium of instruction in school, Family monthly income, Type of stay, Type of family an order of birth...

Part 2: Content Validity of the Tool

Self Structured Questionnaire. Which consists of fifteen questions, which deals with Self Assessment Of knowledge on therapeutic communication.

Data Collection Procedure

The investigators obtained formal permission from the nursing superintendent, Psychiatric hospitals, Institutional review board Psychiatric hospitals to conduct the study. During the data collection period, first week pre test was done and structured teaching program in various sessions with various issues and next week's they were given time to practice therapeutic another third week post test were done, fourth week analysis were done

Major Findings of the Study

Pre-Test: Examination shows low level of performance comparable with POs-test In **pre-test** their cumulative scores is 58%, In POs-test method their cumulative scores are 88% In the pre - test Mean was 58.82 and the standard deviation was 11.1. % In the post - test Mean was 88.469 and standard deviation was 16.1. The pair "t" value is significant at *P<0.05 level. The Chi-square test reveals there was the one variable had significant association $p=0.000^{***}$ was Medium of teaching English medium students shows a high level of performance in pre and post- test.

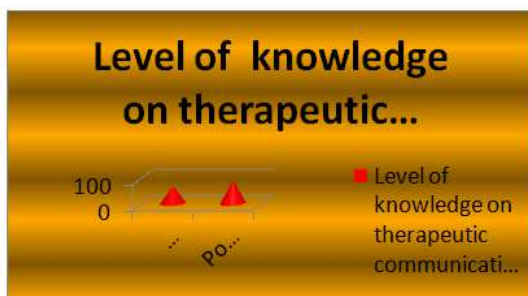


Figure 1: Represents Percentage Distribution of Pre-Test and Post Test Level of Staff Nurse in Therapeutic Communication

Table 1: Mean and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics	Pre-Test	Post -Test
Mean	57.89	88
Stanadard Deviation	11.1	16.1

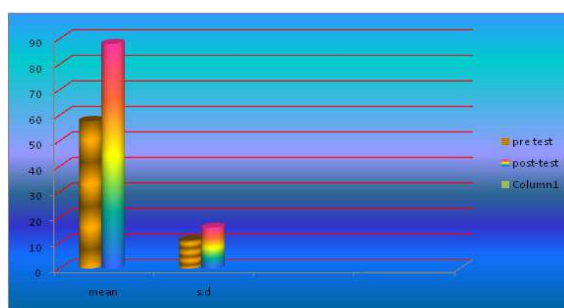


Figure 2: Mean and Standard Deviation of Pre-Test and Post-Test

Nursing Implication

The investigator has drawn the implication on the following aspects. They are nursing practice, Nursing administration, Nursing education and Nursing research.

Nursing Practice

The student nurse should develop the skill, knowledge and attitude on therapeutic communication and to practice it in the patient care.

Nursing Administration

Nursing administrators and organization should encourage and organize workshop and inter discipline and intra discipline conference regarding emerging and fast progressing the issue on therapeutic communication between young adults and also to organize in service education to update the knowledge regarding the measures like counseling, individual psychotherapy, group therapy to prevent the chances for non therapeutic communication.

Nursing Education

All Clinical instructors, Nursing Tutors, Lecturers, and professors on various grades and other higher authorities should train all the nurses and nursing student in developing skill, knowledge and attitude on therapeutic communication and to practice it in the patient care.

The result of this study shows that there is a significant rise in therapeutic communication after structured teaching program in post-test compare to pre-test. So, more studies in various settings needed to conduct regarding the effectiveness of structured teaching programs on therapeutic communication among staff nurses and also other studies to be conducted based on pertaining with new intervention to reduce chances of non-therapeutic communication among various departments

RECOMMENDATION

- Based on the findings of the present study, the following recommendation has been made.
- Educational institution and nursing administration should encourage and organize workshop, inter and intra disciplinary conference regarding therapeutic communication among student nurse and various cadres.
- Nursing educator qualified as clinical specialist should train all the nurses and nursing students in an organization to develop skill, knowledge and attitude towards therapeutic communication with recent updates.
- The nurse should be well trained in other non-pharmacological measures like counseling, individual psychotherapy, group psychotherapy and family therapy to practice therapeutic communication.
- Nurses should develop more tools like self developed assessment tool, and questionnaires to assess therapeutic communication.

SUGGESTIONS

- More samples can be taken in future studies regarding therapeutic communication.
- New studies, like factors influencing therapeutic communication among student nurse and various cadres should be conducted in various settings.

CONCLUSIONS

Studies regarding assessing therapeutic communication among other paramedical school and colleges also can be conducted.

REFERENCES

1. Anthony Spirito. (2003). *"Textbook on evaluating therapeutic communication"*. Second edition. California: Elsevier Publications.
2. Dana Worchel. (2010). *"Textbook on therapeutic communication"* first edition. Springer's company publications.
3. David A. Wolfe. (2006). *"Textbook on behavioral and emotional disorders in young adults"*. First edition. New York: Guilford publications.
4. Diana T. Marsh. (2002). *"Handbook of serious emotional disturbances in children and young adults"*. First edition. New York: John Wiley and sons publications.
5. Gail W. Stuart. (2005). *"Textbook on principles and practice of psychiatrics nursing"*. Eighth edition. Missouri: Elsevier Mosby Publications.

6. Gerald R. Adams. (2006). "**Blackwell handbook of young adults**". Second edition. Australi: Blackwell publications.
7. G. Wade Rowatt. Jr. (2001). **Textbook on young adults in crisis**. Fifth edition. Louisville: Westminster John Knox Press publications.
8. Kalpan and Sadock. (2007). **Textbook on psychiatric Mental nursing**. Fifth edition, Philadelphia: Lippincott Williams and Wilkins publications. PP No238.
9. Mary C. Townsend. **Textbook on psychiatric mental health nursing**". Fifth edition. New Delhi: Jaypee publications.
10. Niraj Ahuja. (2001). "**A short textbook of psychiatry**". Sixth edition. New York: Jaypee Publications.